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UNIVERSITY OF ILLINOIS

SUMMARY

PROVISIONAL DEVELOPMENT PLAN

1971-72 THROUGH 1980-81

PREPARED FOR PRESENTATION TO THE
ILLINOIS BOARD OF HIGHER EDUCATION
SEPTEMBER 1970


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I. INTRODUCTION

The document summarized in these pages is a provisional statement of the University of Illinois' plan for educational development during the decade 1971-1981. It was prepared partly in response to requests from the Illinois Board of Higher Education for "a long-range program and building plan for ten years into the future" and for information pertinent to the Board's forthcoming Master Plan - Phase III.

The provisional development plan represents the culmination of an extensive program of University-wide planning activities that began almost two years ago. Involved were faculty committees, administrative officers, and staff offices at campus and general University levels. Numerous special studies were carried out, and each campus prepared a comprehensive report of its long-range plan for the ten-year period. In the light of these studies and reports -- and following much subsequent discussion at the three campuses and with general University officers -- the report entitled Provisional Development Plan -- 1971-72 Through 1980-81 was written. It is an attempt to present a unified account of the distinctive nature and mission of the University of Illinois within the State system of public higher education.

There has not been time since the completion of the document for widespread internal discussion of the programs and priorities presented in it. For this reason, it was decided to use the term "Provisional Development Plan" in the title, with the understanding that this version would have further careful study during the present year, with a view to publication in final form in June 1971. This will allow time for all the major constituencies of the University -- faculty, students, administrative officers, alumni, trustees -- to contribute to the revision.

It is proposed, moreover, that the process of long-range planning be conducted henceforth on a continuing basis, and that biennial revisions of the University's development plan be issued. Organizational arrangements for the implementation of this proposal will be worked out during the present year.

The remainder of this Summary will be organized in terms of the six headings for Chapters II through VII of the Provisional Development Plan. Certain parts of the document will be reproduced with little change -- including tables -- since they already are in summary form. (The original numbers of reproduced tables are retained, in order to avoid confusion in making references to the two versions.) Page references will frequently be made to the sections under discussion; and when this is done, the acronym PDP (for Provisional Development Plan) will be used to distinguish such references from those to pages within the Summary.

II. THE ENROLLMENT OUTLOOK FOR HIGHER EDUCATION: UNITED STATES OF AMERICA AND STATE OF ILLINOIS

The primary purpose of Chapter II is to develop an "enrollment model" for the State of Illinois that could serve as a frame of reference for the University's development plan -- as well as for state-wide planning. Previous demographic studies sponsored by the Illinois Board of Higher Education needed to be updated, and this task was undertaken by the University Bureau of Institutional Research (University of Illinois). The figures presented on college-age population and the projections of future enrollment in higher education -- for the United States and for the State of Illinois -- were derived from that study.

The essential data on college-age population and on higher-education enrollment are contained in the two tables from Chapter II that are reproduced on pp. 5-6 (Table I, Table II).

The principal conclusions from the data and analyses presented in these two tables and in the remainder of Chapter II may be summarized as follows:

1. College-age population in the nation and in the State of Illinois will rise steadily during the next ten years, to a high point in 1980 (increases of 20 and 26 per cent, respectively, above their 1969 levels). Then for eight years there will be a steady decline in the number of college-age youths -- to a low point in 1988 -- when the national figure will reach approximately its 1970 level and that for Illinois its 1971 level. The Illinois decline is estimated to be from 870,000 in 1980 to 723,000 in 1988 (16.9 per cent). Both population curves then will start upward again and will pass their 1980 peaks before the year 2000.
2. Enrollment projections for the United States to the year 2000 follow a course essentially parallel to that for college-age population -- except that the low point in 1988-89 corresponds approximately to the enrollment projection for 1973-74. The State of Illinois enrollment reaches a peak in 1982-83, followed by a decline to a low point in 1988-89 that is approximately the same as the enrollment level for 1976-77. The

projection for 1980 is 659,025 students, while that for 1988 is 569,323 -- a decline of 13.6 per cent.

3. The "enrollment rates" selected for use in projecting for the State of Illinois parallel closely those developed by Master Plan Committee M, except that the rise in rate is somewhat slower for the present projections. By 1980, Committee M's rate had reached 78 per cent; whereas the 1980 rate used in the present report is 75.75 per cent, and the level of 78 per cent is not reached until 1985.

These enrollment rates are considerably higher than the terminal national rate of 54 per cent based upon U. S. Office of Education figures. Comparisons with the enrollment rates projected for states such as California (81 per cent for 1975) and New York (85 per cent for 1980) -- as well as other considerations -- indicate, nevertheless, that the values used for Illinois projections are realistic.

4. The following pattern of percentage distribution of enrollment for the State of Illinois by four educational levels for 1969-70 was used as a model for all future projections: Freshman-Sophomore, 58.85 per cent; Junior-Senior, 26.85 per cent; Graduate I-Professional, 11.60 per cent; Graduate II, 2.70 per cent.
5. In view of recent reports of the oversupply of doctoral personnel (especially those with the Ph.D. degree), a special section is devoted to a question of whether or not the level and diversity of society's total need for educated manpower is likely to justify the numbers of graduate-professional enrollments projected for the State of Illinois during the next decade (PDP, pp. 26-29).

It is concluded from the evidence examined that during the next decade the magnitude of population increase, the parallel growth in the national economy, and the continuing increase in the complexity of society's problems are conditions likely to assure that the State's aggregate need for educated manpower will not be oversaturated by enrollment projections proposed in the Provisional Development Plan.

TABLE I

COLLEGE-AGE POPULATION: UNITED STATES AND ILLINOIS^{a,b}

Year	United States ^c		Illinois ^d		Ill./U.S. (Per Cent)
	Number	Index No., Base 1960	Number	Index No., Base 1960	
1960	9,550,000	100	480,000	100	5.03
1968	14,372,000	150	696,000	145	4.84
1969	14,199,000	149	689,000	144	4.85
1971	14,729,000	154	720,000	150	4.89
1972	15,148,000	159	747,000	156	4.93
1973	15,567,000	163	772,000	161	4.96
1974	15,917,000	167	796,000	166	5.00
1975	16,236,000	170	816,000	170	5.03
1976	16,497,000	173	831,000	173	5.04
1977	16,671,000	175	844,000	176	5.06
1978	16,823,000	176	853,000	178	5.07
1979	17,001,000	178	865,000	180	5.09
1980	17,071,000 ^e	179	870,000 ^e	181	5.10
1985	15,503,000	162	781,000	163	5.04
1988	14,410,000 ^f	151	723,000 ^f	151	5.02
1990	14,559,000	152	730,000	152	5.01
2000	18,051,000	189	907,000	189	5.03

^aFrom the following report: G. J. Froehlich and R. C. Carey, Higher-Education Enrollment in Illinois: 1960-2000, University Bureau of Institutional Research, University of Illinois, December 1969 (pp. 4-5).

^b"College-age population" is defined here as the total number of youths 18, 19, 20, and 21 years of age.

^cData through 1969 are corrected estimates by the U. S. Bureau of the Census (see footnote number 5 on p. 10). The figures for 1971 and later years are unpublished projections of the Census Bureau based on the population estimates for 1969 and assuming the Bureau's Series D fertility rate.

^dIllinois college-age data are based upon the latest U. S. Bureau of the Census report available on population by states (Current Population Reports, Series P-25, No. 375, October 3, 1967). See Froehlich and Carey, op. cit., for the method of derivation.

^eThe year 1980 marks the high point of college-age population growth to that date, after which an eight-year decline ensues.

^fThe year 1988 marks the low point of the eight-year drop in college-age population.

TABLE II

TOTAL ON-CAMPUS ENROLLMENT (HEADCOUNT) AND ENROLLMENT RATE --
1960-2000: UNITED STATES AND ILLINOIS^a

Fall Term	United States ^b		Illinois ^c	
	Number	Rate ^d	Number	Rate ^d
1960	3,355,971	35.14	200,092	41.69
1968	6,388,686	44.45	378,514	54.38
1969	6,592,556	46.43	409,552	59.44
1971	7,144,277	48.50	476,928	66.24
1972	7,496,480	49.49	504,225	67.50
1973	7,849,619	50.42	524,960	68.00
1974	8,186,834	51.43	545,260	68.50
1975	8,512,908	52.43	559,368	68.55
1976	8,803,188	53.36	569,651	68.55
1977	8,943,029	53.64	593,754	70.35
1978	9,074,596	53.94	615,440	72.15
1979	9,198,717	54.11	639,668	73.95
1980	9,240,090 ^e	54.13	659,025	75.75
1982	9,203,876	54.15	666,668 ^e	77.25
1985	8,399,525	54.18	609,180	78.00
1988	7,808,779 ^f	54.19	569,323 ^f	78.75
1990	7,890,978	54.20	577,430	79.10
2000	9,792,668	54.25	725,600	80.00

^aFrom the report by G. J. Froehlich and R. C. Carey, Higher-Education Enrollment in Illinois: 1960-2000 (University Bureau of Institutional Research, University of Illinois, December 1969, pp. 16-17).

^bThe national figures through 1968 represent actual enrollments while those for later years are projections. See Froehlich and Carey, op. cit. (p. 15) for the sources of these data in U. S. Office of Education reports.

^cThe Illinois figures through 1969 represent actual enrollments, as reported by G. J. Froehlich and A. R. Lewandowski, Enrollment in Institutions of Higher Learning in Illinois: 1969 (University Bureau of Institutional Research, University of Illinois, November 1969).

^d"Enrollment rate" is defined here as the number of on-campus students (irrespective of age) per 100 college-age youths (ages 18, 19, 20, 21) who are enrolled in courses creditable towards a higher-education degree or certificate.

^eNational enrollment is projected to reach an initial peak in 1980, while the peak for Illinois is predicted for 1982.

^fThe enrollment decline during the 1980's reaches its lowest level in 1988, both for the nation and for Illinois.

III. OVERVIEW OF THE UNIVERSITY'S DEVELOPMENT PLAN

The development plan for the University of Illinois as a whole to 1980-81 is presented in this chapter, with emphasis upon the main purposes and trends of the institution as a unified system. Later chapters are devoted to plans for the individual campuses and for University-wide programs.

General Planning Assumptions

The assumptions to be outlined here relate mainly to broad policies and boundary conditions that have guided the formulation of the University's development plan.

1. That the University of Illinois now has a unique role in the State system of higher education and that this status should be reflected in Master Plan - Phase III. More specifically, it is assumed that the University will have priority in responsibility for the future expansion of advanced graduate and professional education among the public universities of Illinois, together with associated research and public service.

This does not mean that the University seeks a monopoly on all programs at this level in all fields; but it is believed that in a period of some uncertainty as to how much expansion of these functions might be needed during the next two decades -- especially during the 1980's -- considerations of economy and the assurance of quality argue convincingly for the concentration of advanced graduate and professional education at the University of Illinois.
(See PDP, pp. 30-32.)

2. That the University's claim to priority among the public universities of Illinois in advanced graduate studies and research should be particularly recognized for programs involving multidisciplinary study and investigation.

Multidisciplinary programs can be conducted at a high level of quality only by an institution with a wide range of scientific expertise, technical

specialists, and supporting technical resources. As stated in a recent report of the National Science Board (cited in PDP, p. 33), "A first-rate multidisciplinary program cannot be compounded from second-rate disciplinary efforts."

(See PDP, pp. 32-34.)

3. That the Chicago Circle campus be expanded as rapidly as possible into a comprehensive urban university.

It is assumed that the nation's second-largest metropolitan area should have a public university of the first rank -- offering graduate, research, and public-service programs commensurate in scope and diversity with the varied needs of the area's people and with the magnitude of the problems of its physical environment. (See PDP, pp. 34-36.)

4. That the University not propose the establishment of new campuses during the next decade, on the assumption that the enrollment projections for the State over the next twenty years do not justify such expansion.

Should the Board of Higher Education nevertheless decide that an additional campus is to be established, the University would wish to consider submitting a proposal for its own involvement in the governance of such a new institution. (See PDP, p. 36.)

5. That the University's enrollment growth henceforth emphasize upper-division, graduate, and professional education -- with little increase beyond 1970 in lower-division enrollment.

This assumption reflects the policy already applied by the Board of Higher Education to the Urbana-Champaign campus. Although it has not yet been extended by that Board to the Chicago Circle campus, the latter's development plan includes only a slight increase in lower-division enrollment over the next decade. (See PDP, p. 36.)

Enrollment Projections

The fall-term enrollment at the University's three campuses for 1969-70 was 51,926 students, as shown in Table V on the following page. (This is the PDP table number.) This total is predicted to rise by the fall of 1980-81 to 77,700 students -- an increase of 25,774 (49.6 per cent). By comparison, the corresponding increase projected for the State of Illinois is 61 per cent (from 409,552 to 659,025 students).

The enrollment figures in Table V are distributed among four educational levels and by campuses -- for selected years to 1980-81. Between 1969 and 1980, the following are the increases in numbers and in percentages for these four levels:

	1969	1980	<u>Increase</u>	
	<u> </u>	<u> </u>	<u>Number</u>	<u>%</u>
Lower Division	20,518	22,200	1,682	8.20%
Upper Division	19,278	29,100	9,822	50.95%
Graduate I-				
Professional	6,975	15,240	8,265	118.49%
Graduate II	<u>5,155</u>	<u>11,160</u>	<u>6,005</u>	<u>116.49%</u>
Total	<u>51,926</u>	<u>77,700</u>	<u>25,774</u>	<u>49.64%</u>

The projected growth in total undergraduate enrollment to 1980-81 is 29 per cent, whereas the corresponding gain in graduate-professional enrollment would be 117 per cent. Comparison of these figures with those for the University of California system and the "University Centers" of the State University of New York indicate that both plan to have substantially higher percentages of graduate-professional students than the University of Illinois. For 1975, for example, the three systems would have the following proportions of graduate-professional students (both levels) in their total enrollment: California, 41 per cent; SUNY "University Centers," 40 per cent; University of Illinois, 29 per cent.

TABLE V

ENROLLMENT DISTRIBUTION FOR THE UNIVERSITY OF ILLINOIS
BY LEVEL AND BY CAMPUS -- 1969-70 TO 1980-81^a

Fall Term	Campus	Lower Division	Upper Division	Graduate I-Professional	Graduate II	Total
1969	Urbana-Champaign	11,883	11,548	4,724	4,604	32,759
	Medical Center	297	732	1,681	223	2,933
	Chicago Circle	8,338	6,998	570	328	16,234
	Total: Number	20,518	19,278	6,975	5,155	51,926
	Per cent	39.51%	37.13%	13.43%	9.93%	100.00%
1971	Urbana-Champaign	11,871	11,780	5,210	5,040	33,901
	Medical Center	425	904	1,891	294	3,514
	Chicago Circle	8,600	8,900	1,025	575	19,100
	Total: Number	20,896	21,584	8,126	5,909	56,515
	Per cent	36.97%	38.19%	14.38%	10.46%	100.00%
1972	Urbana-Champaign	11,884	11,912	5,468	5,281	34,545
	Medical Center	445	1,047	2,054	366	3,912
	Chicago Circle	8,700	9,700	1,375	825	20,600
	Total: Number	21,029	22,659	8,897	6,472	59,057
	Per cent	35.61%	38.37%	15.06%	10.96%	100.00%
1973	Urbana-Champaign	11,889	12,040	5,734	5,515	35,178
	Medical Center	510	1,192	2,239	432	4,373
	Chicago Circle	8,800	10,400	1,675	1,075	21,950
	Total: Number	21,199	23,632	9,648	7,022	61,501
	Per cent	34.47%	38.42%	15.69%	11.42%	100.00%
1974	Urbana-Champaign	11,900	12,169	5,994	5,745	35,808
	Medical Center	562	1,323	2,466	498	4,849
	Chicago Circle	8,900	11,100	1,950	1,350	23,300
	Total: Number	21,362	24,592	10,410	7,593	63,957
	Per cent	33.40%	38.45%	16.28%	11.87%	100.00%
1975	Urbana-Champaign	11,915	12,311	6,253	5,989	36,468
	Medical Center	581	1,467	2,737	588	5,373
	Chicago Circle	9,000	11,700	2,200	1,600	24,500
	Total: Number	21,496	25,478	11,190	8,177	66,341
	Per cent	32.40%	38.40%	16.87%	12.33%	100.00%
1980	Urbana-Champaign	12,000 ^b	13,000	7,600	7,200	39,800
	Medical Center	700	1,900	3,940	860	7,400
	Chicago Circle	9,500	14,200	3,700	3,100	30,500
	Total: Number	22,200	29,100	15,240	11,160	77,700
	Per cent	28.57%	37.45%	19.62%	14.36%	100.00%

^aActual enrollment (headcount) for 1969-70; projections for 1971-72 and later years.

^bAn enrollment of slightly over 12,000 is the present estimate for the Lower Division at the Urbana-Champaign campus in the fall term of 1970-71. This will be the upper limit for enrollment at that level, which is projected to be reached again in 1980.

Highlights of the University's Development Plan

From the development plans of the individual campuses, a few significant areas were selected for particular emphasis in the "Overview" -- as representing the main directions of University interest during the 1970's. For the most part, they represent fields cultivated by two or more of the University's campuses. These areas will only be noted briefly at this point. Substantive summaries of the programs will be included in the discussions relating to the individual campuses.

The health fields. The programs in the health sciences and professions stand virtually at the top of the University's list of priorities for expansion and improvement during the years immediately ahead. Enrollments in almost all of these fields will be more than doubled by 1980 -- thus adding to the supply of professional manpower and expanding educational opportunities for Illinois youth who wish to enter the health professions.

Although concentrated at the Medical Center campus, the other two campuses will also be heavily involved; and regional health-education centers will be established in Peoria and Rockford (and perhaps later in other areas of the State). A School of Basic Medical Sciences is being developed at the Urbana-Champaign campus, to be followed as soon as possible by a school offering clinical training to complete the work required for the M.D. degree.

Urban studies. All three campuses will intensify and diversify their studies of urban problems, but the broadest responsibilities will fall upon the Chicago Circle campus. That campus has recently voted to establish a College of Urban Sciences, which will become an important University focus for interdisciplinary instruction, research, and public service related to critical aspects of urban society. Opportunities will be available to interested faculty members from the other two campuses to participate in the new College's program.

The Medical Center campus will be intensively concerned with the problem of the delivery of health services in urban settings -- with special emphasis upon the development and use of inner-city community-health clinics.

The Urbana-Champaign campus is planning multidisciplinary research involving the linkage between engineering and the social sciences -- with special reference to problems of the urban environment.

Environmental studies. A special "Environmental Studies Institute" is being developed at the Urbana-Champaign campus, with the cooperation of a wide range of departments in the biological sciences, engineering, agricultural sciences, environmental-design fields, and the relevant social sciences. The Institute will concentrate upon the factors influencing the quality of the environment and upon the physical-biological aspects of the environment as they affect human welfare.

Cooperative programs in this field with the other two campuses will be encouraged, and each of them separately will be undertaking studies upon aspects of the interaction between the physical environment and man.

Improving the cultivation and utilization of human resources. The long-range plans of all three campuses emphasize a variety of programs designed to improve the quality of education and to increase the effectiveness of society's utilization of its human resources through productive employment. Particular interest at the Chicago Circle and the Urbana-Champaign campuses, for example, will be focused upon educationally and economically "disadvantaged" individuals -- with the broad purpose of raising their level of educational achievement, increasing their effectiveness as members of social groups, and helping to facilitate their assimilation into productive jobs.

Undergraduate education. In view of the importance of this problem, and of the concern with it on the part of the Chicago Circle and the Urbana-Champaign campuses, the full statement that appears in Chapter III (PDP, pp. 53-57) on the improvement of undergraduate education is reproduced in the Appendix to this Summary.

Changing emphases in graduate-professional education. The Chicago Circle and the Urbana-Champaign campuses plan to place increasing emphasis upon professional education at the expense of research-oriented curricula leading to the Ph.D. degree. There is a severe shortage of expertise of requisite quality in various "public-service" professions, partly due to the heavy concentration by universities since World War II on research-oriented doctorates in the sciences. The needs of the 1970's call for a change in relative emphasis towards advanced professional education for careers outside academic institutions.

Parallel to such programs will be the development of curricula designed to prepare students better for college teaching. These programs will lead in various fields to a new degree of Doctor of Arts, which will be an alternative to the Ph.D. degree. The D.Arts degree will require broad scholarly training in the disciplines; but instead of the research dissertation the student will receive special training in teaching technology and complete an internship in college teaching.

IV. THE URBANA-CHAMPAIGN CAMPUS

The University of Illinois at Urbana-Champaign has long been recognized as one of the nation's foremost institutions in graduate education and research. A recent report issued by the National Academy of Sciences ranked the University of Illinois first among all graduate institutions in number of doctorates awarded over the six-year period 1958-66. For the year 1969-70, some 778 doctoral degrees were awarded at the Urbana-Champaign campus -- 706 Ph.D. degrees (in 70 doctoral programs) and 72 professional doctorates (in 10 programs).

During the past fifty years, several national studies of the quality of graduate education have ranked the University of Illinois at Urbana-Champaign among the top ten or twelve most distinguished institutions in the nation.

The wealth of educational resources at the Urbana-Champaign campus constitutes one of the principal means through which the State of Illinois can meet its critical needs for advanced graduate and professional education during the coming decade. In the spirit of the University's one hundred years as a land-grant institution, the development plan for that campus calls for full utilization of its wealth of resources towards finding better ways to meet human needs and to help society solve its critical problems. These efforts will involve the search for new fundamental knowledge in difficult fields of inquiry, problem-centered research and development, and unique modes of public service that only a comprehensive university of high quality can provide.

In particular, the Urbana-Champaign campus should be able to maintain its status as the most productive institutional channel through which the State can expect to receive federal support for its programs of advanced graduate and professional education, research, and research-related public service.

Enrollment Growth

The enrollment for the fall term of 1969-70 at the Urbana-Champaign campus was 32,759 students, and the campus development plan calls for an increase to 39,800 students by 1980-81. Of that number, 25,000 would be undergraduates and 14,800 would be graduate and professional students. The 1980-81 limit would be less than the present (1969-70) enrollment levels of three other "Big Ten" universities (Ohio State, Minnesota, Michigan State).

The following figures show that most of the growth at the Urbana-Champaign campus would be at the graduate-professional levels, with lower-division (freshman-sophomore) enrollment remaining essentially unchanged:

<u>Fall Term</u>	<u>Lower Division</u>	<u>Upper Division</u>	<u>Graduate I- Professional</u>	<u>Graduate II</u>	<u>Total</u>
1969	11,883	11,548	4,724	4,604	32,759
1980	<u>12,000</u>	<u>13,000</u>	<u>7,600</u>	<u>7,200</u>	<u>39,800</u>
Increase	117	1,452	2,876	2,596	7,041

Comparisons of the distribution of graduate-professional enrollment among major areas of study (PDP, pp. 69-72) show that the greatest relative gains will be in the health professions, engineering, and environmental studies.

Development Highlights (Urbana-Champaign Campus)

The health sciences and professions. The establishment of a School of Basic Medical Sciences at the Urbana-Champaign campus (initially as a unit of the College of Medicine) marks the beginning of a comprehensive program of medical education and research at the Urbana-Champaign campus. A pilot class of first-year students will begin in September 1971, reaching 32 students in September 1972 when new facilities are expected. The first-year class will be increased to 130 medical students as soon as additional facilities can be provided. Before the end of the decade, it is expected that a full curriculum leading to the M.D. degree will be offered at the Urbana-Champaign campus, together with graduate programs for the education of medical-school teachers.

The existence of a medical school and faculty at the Urbana-Champaign campus will facilitate the development of multidisciplinary research involving numerous departments and special centers now concerned with health problems at the Urbana-Champaign campus.

Environmental Studies Institute. In order to bring sharper focus and more effective coordination among the extensive programs of instruction and research concerned with environmental problems, an "Environmental Studies Institute" is currently being planned at the Urbana-Champaign campus.

Unlike many interdisciplinary centers, this Institute would be responsible for the planning and direction of interdisciplinary graduate programs and for the organization of specialized task forces to conduct long-term studies of the physical, biological, and social environments of man. The problem of improving the quality of the physical-biological environment will be a central concern of the Institute.

Enrollment projections call for a total of 625 graduate students in the Institute's programs by 1980-81 -- a figure representing about 11 per cent of the total growth in graduate enrollment projected for the Urbana-Champaign campus between 1969-70 and 1980-81. These enrollments would be distributed over the fields of biological sciences, agricultural sciences, physical sciences, engineering, social sciences, and environmental design.

Undergraduate education. The Urbana-Champaign campus will have a major share of the responsibility for the program of improvement in undergraduate education outlined in the Appendix to this Summary. This will be one of its top-priority tasks during the next decade. The virtual cessation of overall undergraduate growth will permit the campus to devote appropriate attention to several important aspects of undergraduate education: faculty (especially the role of teaching assistants), curricula, teaching methods, evaluation procedures, and campus-wide administrative arrangements for planning, coordinating, and evaluating departmental and college programs.

A major step towards the initiation of the new program for the improvement of undergraduate education was taken recently when the Chancellor at the Urbana-Champaign campus created a "Commission for Reform of Undergraduate Education and Living." The Commission will consist of students, faculty members, and administrative officers chosen to be widely representative of various campus

constituencies. It has a broad mandate to propose improvements in all phases of undergraduate education -- especially the freshman and sophomore years -- as well as to recommend changes in housing regulations and other aspects of campus life.

Changing emphases in doctoral education. Closely related to the program for the improvement of undergraduate education will be the development of curricula in various fields leading to the degree of Doctor of Arts. The main purpose is to prepare candidates for careers in college teaching. As already noted, the D.Arts degree will be an alternative to the research-oriented Ph.D. degree, and it will have equivalent scholarly requirements and standards. In place of the research dissertation required for the traditional Ph.D. degree, candidates for the degree of D.Arts will usually be required to complete a program of laboratory training and teaching technology and an internship in teaching.

It is expected also that new professional doctorates in appropriate fields will be proposed during the next ten years -- in addition to the ten existing curricula, the proposed degree of Doctor of Social Work now before the Board of Higher Education, and the prospective M.D. degree discussed above. Public health, public administration, and urban planning are examples of fields in which professional doctorates are badly needed.

International studies. The University has developed extensive programs in international studies at the Urbana-Champaign campus during the past decade, and hopes to continue to expand these programs in the years ahead.

At present, there are five centers for the encouragement of graduate study and research in various areas: Asian Studies, International Comparative Studies, International Education and Research in Accounting, Latin-American Studies, and Russian and East European Studies. A Center for African Studies has been approved by the Board of Trustees, and will be submitted soon to the Board of Higher Education.

The College of Agriculture has been especially imaginative in developing instructional programs related to its technical-assistance projects overseas, which are supported by the Agency for International Development. The ongoing teaching and research interests of faculty members have been served by the overseas projects -- particularly those in India -- in ways that have been highly beneficial both to the University departments and to the overseas educational institutions being assisted.

Applications of computer-based technology and systems analysis. The University of Illinois has resources in computer science and technology at the Urbana-Champaign campus that probably are unsurpassed at any other university in the country. The Department of Computer Science, the Coordinated Science Laboratory in the College of Engineering, the Computer-Based Education Research Laboratory, Civil Engineering's systems program, the ILLIAC IV project, and the related Center for Advanced Computation -- all these and other departmental programs utilizing computers provide the technical foundation for highly promising advances during the next decade in at least two major directions: (a) multidisciplinary investigation of complex environmental and social systems;

(b) innovative applications in such areas as education, planning, administration, and the formulation of public policy. The following are three examples of such applications:

Coordination of engineering and social sciences. The College of Engineering proposes during the coming decade to shift its emphasis substantially towards greater concern with the relationships between physical and social phenomena, between the world of technology and society. It is expected that social scientists will join engineers and physical scientists in the study of these relationships, with a view to improving the quality of man's total environment and thus contributing to the development of a more humane society. Through the Coordinated Science Laboratory, the resources of various departments of the College of Engineering and those of several departments in other colleges will be directed towards multidisciplinary studies of interactions between man's physical and social environments. The methodology of systems analysis will be applied, for example, to problems in urban and regional planning -- with the involvement of engineers, social scientists, professional planners, and officials concerned with the formulation of public policies and action programs.

Center for Advanced Computation. The ILLIAC IV computer system now under development at the Urbana-Champaign campus will provide a unique and powerful resource for the study of a wide range of complex problems that are not now amenable to adequate scientific analysis. These include numerical weather prediction, natural-resource allocation, large-scale agricultural planning (on a nation-wide or world-wide basis), and multidimensional hydrodynamic calculations. Using ILLIAC IV, a newly established Center for Advanced Computation will conduct multidisciplinary research on such problems, in cooperation with faculty members throughout the University and in other institutions.

Computer-based education. The research and development program in educational technology conducted by the Computer-Based Education Research Laboratory and associated with the PLATO IV system promises to be one of the most far-reaching breakthroughs yet achieved in educational technology. (The acronym PLATO refers to the name "Programmed Logic for Automatic Teaching Operations.") Now towards the end of a ten-year period of development and testing, arrangements are being planned for a large-scale pilot project involving elementary and secondary schools, and institutions of higher education.

V. THE MEDICAL CENTER CAMPUS

The University's development plan for the Medical Center campus during the 1970's was first submitted as a contribution to a study of education in the health fields conducted under the auspices of the Illinois Board of Higher Education. The present report outlines the steps that have been taken towards the implementation of the University's proposals and describes the changes that are anticipated during the coming decade.

Enrollment Growth

For the Medical Center campus as a whole, enrollment is projected to increase from 2,933 students in 1969-70 to 7,400 students by 1980-81. The table reproduced on the following page (Table XIV from PDP, p. 86) shows the enrollments for 1969-70 for the several colleges and schools and the projected totals for 1980-81. (In interpreting these figures, it should be noted that all students at the Medical Center campus are enrolled in "professional" curricula, although candidates for baccalaureate degrees in nursing, pharmacy, and associated medical sciences -- as well as enrollees in paradecimal programs -- are classified as undergraduates.)

The overall increase of approximately 152 per cent would be shared by all of the professional colleges and schools at the Medical Center campus, although there is considerable variation among them and also variation within colleges among various programs.

College of Medicine

The University's College of Medicine has embarked upon a comprehensive program of expansion and innovation in medical education that is unparalleled in this country. Its objectives include: (a) more than doubling the number of

TABLE XIV

MEDICAL CENTER CAMPUS: ENROLLMENT INCREASES
FROM 1969-70 TO 1980-81 FOR THE SEVERAL COLLEGES AND SCHOOLS

		Baccalaureate		Professional		Graduate		Total
		Lower Division	Upper Division	Degree Candi- dates	Post- doctoral	I	II	
Dentistry	1969	22		377 ^a	27	35	13	474
	1980	165		749	75	54	33	1,076
	Increase	143		372	48	19	20	602
	Per cent	650%		99%	178%	54%	154%	127%
Medicine	1969			798	318	89	150	1,355
	1980			1,732 ^b	350	300	383	2,765 ^b
	Increase			934	32	211	233	1,410
	Per cent			117%	10%	237%	155%	104%
Nursing	1969	91	193 ^c			20	17	321
	1980	265	534 ^c			415	300	1,514
	Increase	174	341			395	283	1,193
	Per cent	191%	177%			1,975%	1,665%	372%
Pharmacy	1969	184	449 ^d			17	43	693
	1980	270	700 ^d			115	79	1,164
	Increase	86	251			98	36	471
	Per cent	47%	56%			576%	84%	68%
Associated Medical Sciences	1969		90					90
	1980		666					666
	Increase		576					576
	Per cent		640%					640%
Public Health	1969					--	--	--
	1980					150	65	215
	Increase					150	65	215
Totals	1969	297	732	1,175	345	161	223	2,933
	1980	700	1,900	2,481	425	1,034	860	7,400
	Increase	403	1,168	1,306	80	873	637	4,467
	Per cent	136%	160%	111%	23%	542%	286%	152%

^aIncludes unclassified dental students.

^bThese data do not include 130 students in the School of Basic Medical Sciences at the Urbana-Champaign campus; but they do include students in the two schools at Peoria and Rockford.

^cIncludes continuation nursing (RN) students.

^dIncludes unclassified pharmacy students.

graduates with the M.D. degree by 1980 (see Table XIV above); (b) shortening the average time required to earn the M.D. degree (by as much as two years); (c) curricular innovation both in the basic medical sciences and in clinical training; (d) expanding medical education into regional centers outside the Chicago area (Peoria, Rockford, Urbana-Champaign); (e) expanding residency training and continuing education in regional centers.

Reorganization of the College of Medicine. The key factor in the College of Medicine's plan for achieving the foregoing objectives has been the reorganization of the College into semiautonomous schools of two types, under the general governance of the College: (a) schools of basic medical sciences, which will offer the formal curriculum in these subjects within a concentrated first-year program; (b) schools of clinical medicine offering a three-year curriculum (which looks toward including the present internship in the last year).

One School of Basic Medical Sciences is located at the Medical Center campus, and another one is being developed at the Urbana-Champaign campus. The clinical schools include the present Abraham Lincoln School of Medicine (successor to the clinical component of the former College) and two new schools (Peoria Medical School and Rockford Medical School).

Department of Family Practice. This newly established department will be the basis for major innovations in clinical training -- the purpose being to produce practitioners capable of rendering comprehensive, personal health care to a wide spectrum of patients. The trainee in family practice would have a substantially broader educational experience than is customary for students electing earlier to concentrate in one of the medical specialties -- including studies in the behavioral and social sciences.

College of Dentistry

Substantial progress is being made by the College of Dentistry towards meeting Recommendation 39 in the Board of Higher Education's report Education in the Health Fields for State of Illinois that the number of graduates of the College be increased by 125 by 1980. (This means more than doubling the present number.) The funding of most of the needed new facilities is already assured, and the expansion of enrollment indicated above in Table XIV will come close to the recommended target.

Modest growth of graduate enrollment in dentistry is projected -- the purpose being to add to the supply of faculty members for colleges of dentistry, research workers, and clinical specialists.

Marked increases in the numbers of parodontal students are projected: dental assistants, dental hygienists, dental technicians. Dentists are increasingly using parodontal personnel for a variety of routine tasks, which substantially improves the utilization of the restricted supply of dentists.

An expanded role for the College of Dentistry is planned through the participation of several of its departments in the health-care program of the University of Illinois Hospital.

College of Nursing

The projected growth of enrollment in the curriculum leading to the degree of B.S. in nursing (from 228 in 1969 to 698 in 1980) would represent an increase of 206 per cent in the number of baccalaureate students. The number of fourth-year students would increase from 67 to 199 by 1980-81 -- which would make a substantial addition to the supply of nursing students who might become candidates for graduate degrees.

The greatest need in the field of nursing education is for the expansion of graduate training of nursing teachers, administrators, and clinical specialists (according to a study sponsored by the Illinois Study Commission on Nursing). In particular, the supply of teachers must be increased if the expansion of enrollment in baccalaureate and junior-college programs in nursing proposed in the Board of Higher Education's study is to be achieved.

The figures in Table XIV above show that the University's College of Nursing is prepared to increase its graduate enrollment by 1980 to the point where approximately half of its total enrollment of 1,514 students would be at that level (the graduate total being 715). It is expected that some 50 to 75 of these students might be enrolled by 1980 in programs leading to a professional doctorate in nursing.

College of Pharmacy

The College of Pharmacy is the only educational institution in the State of Illinois for the training of professional pharmacists. Although the

shortage in this field is not acute, an overall increase in enrollment of 68 per cent for all curricula in the College is projected between 1969 and 1980 (from 693 to 1,164 students). (See Table XIV above.)

The expansion would include both professional and graduate students. The latter are needed as replacement teachers, for cooperation in programs of comprehensive health care, and as research pharmacists who would work in multi-disciplinary teams.

Associated Medical Sciences

The University of Illinois currently offers four baccalaureate programs in "paramedical" specialties: medical arts, medical records administration, medical technology, and occupational therapy. It is proposed to add several programs by 1980 and to increase the total enrollment from the 1969-70 level of 90 students to 666 students.

With this expansion, the University of Illinois would meet the enrollment target of 500 graduates annually recommended in the Board of Higher Education's report Education in the Health Fields for State of Illinois. (It will not be able to achieve this goal by 1975 -- as recommended -- mainly because of the space shortage at the Medical Center campus.)

School of Public Health

The Board of Trustees has approved the establishment of a School of Public Health, and the proposal is now before the Illinois Board of Higher Education. Such a school was recommended in the Board's report Education in the Health Fields for State of Illinois (p. 35).

The School would develop programs of professional study leading to the degrees of Master of Public Health and Doctor of Public Health in accordance with the "Guidelines for Accrediting Schools of Public Health" formulated by the American Public Health Association. Two types of programs are recognized

in these Guidelines: (a) one leading to a technical-scientific degree, with emphasis upon specialty training; (b) the other leading to a generalist-administrative degree.

Within the School of Public Health, a Center for the Study of Patient Care and Community Health has been proposed. It would provide a multidisciplinary framework for research on the delivery of health services, and for studies related to the complex social conditions that influence the health of various segments of the population.

Continuing Education in the Health Fields

The University plans to develop during the next ten years a comprehensive, state-wide program of continuing education for the benefit of practitioners in all of the health professions. As an initial step in this direction, a pilot program in medical education is being organized in connection with the establishment of the two new medical schools in Peoria and in Rockford.

One of the immediate purposes to be served by the program of continuing education in Peoria and Rockford will be to assist in the development of faculties for their new medical schools. The transformation of community hospitals into teaching hospitals, with qualified senior faculties and house staffs, will require an extensive program of training -- particularly in the processes of medical education. A substantial part of this training can be provided by an innovative program of continuing education.

As rapidly as resources can be provided, the Center for Educational Development will expand its program to include the other health professions, and will extend its offerings to other regions of the State.

The University of Illinois Hospital

The provision of modern patient-care facilities for the University of Illinois Hospital is the key to the effective implementation of most of the development plan outlined for the Medical Center campus. The Hospital's obsolete facilities have been a great handicap to the College of Medicine for many years, and it will be impossible to carry out its extraordinary program of expansion unless the Hospital's facilities are improved.

The Hospital must play a key role as the campus moves towards the integration of the services provided by all of the health professions under

programs of comprehensive health care and health maintenance. It will also be a central "laboratory" for the development of instructional material used in the state-wide program of continuing education. Even more important, without new facilities the Hospital will be unable to participate effectively in its changed mission of functioning as a "community hospital" in addition to its role as a "research and educational hospital."

Program planning for new hospital facilities is continuing at the Medical Center campus, with consideration being given to the relationships of new facilities to (a) the existing parts of the Hospital that would be remodeled and retained in use, and (b) other hospital facilities in the West Side area of Chicago (particularly Cook County Hospital). It appears now that the governing commission of Cook County Hospital will retain direct operational responsibilities for the institution. Hence, the University of Illinois is not at present planning in the direction recommended to it by Lester Gorsline Associates -- namely, the consolidation of Cook County Hospital with the University of Illinois Hospital.

VI. THE CHICAGO CIRCLE CAMPUS

One of the University's basic planning assumptions was declared earlier to be that its Chicago Circle campus should be developed into a comprehensive urban university. It is primarily this fundamental premise that the University seeks to have the Board of Higher Education endorse in principle as an integral part of Master Plan - Phase III. The people of the Chicago metropolitan area need and deserve to have a public university of high quality that will provide a broad spectrum of educational opportunities to a great variety of urban students who through choice or necessity wish to commute to an institution of higher education. The great majority of them, including a substantial number of intellectually able but economically disadvantaged youth, would be unable to seek such opportunities away from home or to commute to private institutions.

From another perspective, it is assumed with strong conviction that a public university like the University of Illinois at Chicago Circle is necessary to enable an urban society to make the kinds of investment in its human resources that are necessary to its viability and capability for self-improvement. Furthermore, only this kind of university is likely to have the varied scholarly and technical resources -- and the motivation -- required to assist a large urban community in its efforts to solve its critical problems.

Although the development plan for the Chicago Circle campus includes detailed enrollment projections, varied new organizational arrangements, and many new programs, these specific parameters of growth and the associated calendar are secondary to this fundamental issue of educational and public policy: Will the responsible agencies of State government support the efforts of the University of Illinois to give the nation's second-largest metropolitan area the kind of public university it needs and which the area's contribution to the State's welfare clearly justifies?

Enrollment Growth

The headcount enrollment at the Chicago Circle campus in the fall of 1969 was 16,234, and an increase to a total of 30,500 students by the fall of 1980 is projected. The following figures show the pattern of increases by educational level:

<u>Fall Term</u>	<u>Lower Division</u>	<u>Upper Division</u>	<u>Graduate I- Professional</u>	<u>Graduate II</u>	<u>Total</u>
1969	8,338	6,998	570	328	16,234
1980	<u>9,500</u>	<u>14,200</u>	<u>3,700</u>	<u>3,100</u>	<u>30,500</u>
Increase	1,162	7,202	3,130	2,772	14,266

Undergraduate Education

An extraordinary increase in undergraduate enrollment of 10,122 students occurred at the Chicago Circle campus between 1964-65 and 1969-70. New colleges, departments, and baccalaureate-degree programs had to be developed on an unprecedented scale and at an extraordinary rate. But the accelerated pace seemed justified by the acute need to close the gap that had long existed in the Chicago area in public higher education: the complete lack of undergraduate degree programs in a public institution -- except for the curricula in teacher education offered by the two teachers colleges operated by the Board of Education of the City of Chicago -- and the baccalaureate-professional programs at the University's Medical Center campus.

Now that the emergency needs of the past five years have been met -- and considering the transformation of the two teachers colleges into State colleges with broadened instructional responsibilities -- it becomes possible for the Chicago Circle campus to devote more time and greater effort to improvement of the quality of its undergraduate education. This will be one of the major tasks for the decade ahead, and a systematic program directed towards this goal

will be organized in accordance with the guidelines stated in the Appendix to this Summary. Special attention will continue to be given to students who come from educationally deprived backgrounds.

Graduate Education

Master's degrees. It is assumed in principle that the offering of curricula leading to M.A. or M.S. degrees would be appropriate and desirable for all of the colleges at the Chicago Circle campus, including the four existing professional colleges -- contingent upon conformity to acceptable standards of academic quality and the availability of resources. Any other assumption would seem to imply irresponsible approval of the waste of resources already available at an institution such as the University of Illinois at Chicago Circle -- library materials, computer facilities, and other supporting resources.

In addition to these general master's-degree programs, such professional fields as architecture, business administration, education, and engineering need to have specialized professional training at the master's level. The following is a list of such degree programs proposed thus far: (a) College of Business Administration (Master of Business Administration); (b) College of Architecture and Art (Master of Architecture); (c) College of Engineering (Master of Social Systems Engineering).

The University strongly contends that such programs should be allowed at the Chicago Circle campus -- a view contrary to the recommendation of the staff of the Board of Higher Education relative to the M.B.A. degree. (See PDP, pp. 128-131.)

New programs leading to the Ph.D. degree. Doctoral programs have been established in the following eight fields at the Chicago Circle campus: chemistry, engineering, history, mathematics, philosophy, physics, psychology, and sociology. The enrollment projections presuppose that the following additional programs for the Ph.D. degree will be established by 1980:

Humanities and communications

English (1972-73)
French (1975-76)
German (1972-73)
Linguistics (1974-75)
Russian (1976-77)
Spanish (1976-77)
Speech (1975-76)

Arts and environmental design

History of architecture and art (1975-76)

Biological sciences

Biology (1971-72)

Mathematical sciences

Computer sciences (1975-76)

Physical sciences

Geological sciences (1972-73)

Engineering

Bioengineering (1972-73)
Information engineering (1971-72)
Systems engineering (1973-74)

Social sciences

Anthropology (1973-74)
Economics (1972-73)
Geography (1973-74)
Political science (1972-73)

Special interdisciplinary programs

Administrative science (1976-77)

Brief discussions of each of these areas, with justifications for the programs proposed, are included in the main text (PDP, pp. 120-126).

The degree of Doctor of Arts. Extensive planning is now under way towards the establishment of several D.Arts curricula at the Chicago Circle campus. As already noted, the primary purpose is to train teachers for junior colleges and four-year colleges. The following are the fields in which programs for the degree of Doctor of Arts are being planned: chemistry, earth sciences, English, French, German, mathematics, physics, Russian, Spanish. (See PDP, p. 127.)

Professional doctorates. The Colleges of Education and Engineering and the Jane Addams Graduate School of Social Work propose to develop professional doctoral programs during the 1970's. These degrees would be granted to individuals preparing for professional careers in their respective fields, at high administrative or technical levels; and the graduates would be concerned directly with critical social problems and important public services. (See PDP, pp. 132-133.)

New Colleges and Schools

The new colleges and schools listed below are being planned for the 1970's at the Chicago Circle campus. The University believes that these specialized colleges and schools -- all of them stressing interdisciplinary and multidisciplinary programs -- are highly important to the fulfillment of its mission as a comprehensive urban university during the coming decade and beyond.

1. College of Urban Sciences. (See PDP, pp. 134-135.)
2. College of Creative Arts. (See PDP, pp. 136-137.)
3. School of Criminal Justice. (See PDP, p. 138.)
4. Graduate School of Administration. (See PDP, p. 139.)
5. Graduate School of Library Science. (See PDP, p. 140.)

College of Urban Sciences. The Board of Trustees in May 1970 approved a proposal for the establishment of a College of Urban Sciences at the Chicago Circle campus. This College would provide a multidisciplinary focus for professional education and applied research directed towards the major problems of modern urban society.

Degree programs both at the undergraduate and the graduate levels will be offered; and in both cases the work will be closely related to the research and public-service programs of the College. Undergraduates would take

courses in the social and behavioral sciences, and in other related fields, for a substantial portion of their curriculum during the first two years. During their junior and senior years, they would concentrate on the study of urban problems, which would include special courses and seminars, participation in community projects, and involvement in the research activities of one or more task forces.

Initially, a graduate program or programs would be offered leading to an M.A. or an M.S. degree in urban policy or in various specialized aspects of urban professional activity (such as urban planning). Graduate students in the College of Urban Sciences would take relevant supporting courses in other colleges; and students in these colleges, in turn, could enroll in courses in the College of Urban Sciences.

The College of Urban Sciences would give special attention to the University's public-service responsibilities in the Chicago area -- guided by the general assumption that its most useful form of public service will be that linked to its problem-oriented instructional and research programs. These activities will be conducted in large measure through "task forces" or equivalent multidisciplinary units rather than by traditional departments. Hence, they will be directly concerned with urban problems; and both their graduates and the products of their investigations would be the University's most valuable form of public service to Chicago and its environs.

VII. GENERAL UNIVERSITY PROGRAMS

The purpose of the final chapter is to outline the aspects of the University's development plan for the 1970's that are administered on a University-wide basis. The beneficiaries of these programs usually are individuals, groups, or organizations located off campus. Hence, the generic term "public service" is used to designate these activities, which fall into two broad categories: (a) continuing education -- in the form of extramural courses (with or without credit towards a degree), correspondence courses, short courses and conferences, and technical-training programs; (b) professional-technical services of a problem-solving nature -- including consulting, policy studies, applied research, innovative development, and evaluation.

A New Organizational Structure for Public Service

New administrative offices will be established to improve the planning, coordination, and general direction of public-service activities: (a) at campus level, a central administrative officer under the Chancellor; (b) at general University level, a vice president for public service who would report directly to the President.

Campus organization. A vice chancellor or associate chancellor at each of the three campuses will be appointed with campus-wide responsibility for general administrative supervision over all aspects of the public-service programs of the campus. He will act as the Chancellor's deputy in these matters, with the advice of a faculty committee.

General University organization. A vice president for public service will be appointed who will act as deputy to the President in all public-service matters requiring the latter's attention either at general University or at campus level. A University committee for public service will be established as an advisory body to the Vice President for Public Service, who would serve as its chairman.

Continuing Education

The Division of University Extension has administrative responsibility for the University's off-campus instructional programs, except those offered by the Cooperative Extension Service of the College of Agriculture. The Division's program is state-wide in scope, and the following paragraphs describe several of its high-priority programs for the years ahead.

Quad-Cities Graduate Study Center. The University is cooperating with several other Illinois and Iowa institutions in the operation of the Quad-Cities Graduate Study Center -- through courses offered by the Division of University Extension. Curricula for the master's degree are offered in three fields: business, education, and engineering.

Interstate exchange of programs. The University's Division of University Extension recently concluded an agreement with its counterpart at the University of Wisconsin whereby the two extension organizations have arranged to link their telephone network systems so as to permit extension studies at either institution to take any course offered over the joint network in the field of engineering. The student enrolls and pays fees only at his own institution.

Cooperation with junior colleges. The Division of University Extension is cultivating the following types of relationships with junior colleges: (a) offering courses via its telephone network to supplement a junior college's program; (b) offering courses for junior-college administrators and teachers responsible for local extension programs; (c) supplementation of the junior colleges' own extension courses in important areas where qualified local staff members are unavailable.

Telecommunication instructional systems. The University expects during the 1970's to conduct further experimentation in continuing education through the use of electronic instructional media. Several techniques have been developed on the three campuses involving the use of television and computers in instruction, and these can be adapted to use in off-campus courses.

Continuing education for the professions. The fields of education and engineering have been the professions most prominently involved in the University's continuing-education programs thus far. The needs in other professional fields for continuing education will be carefully appraised -- including law, business, the health fields, public administration -- and appropriate steps will be taken to develop and evaluate innovative programs where they appear to be justified.

Professional-Technical Services

The type of public service described as "professional-technical services" is usually provided and administered at campus level -- with primary

responsibility resting upon the department or other unit in charge of the staff and other resources required. The Cooperative Extension Service in agriculture and home economics is a prime example. The University has three units with public-service responsibilities, however, that are administered as "general University" organizations: the Institute of Government and Public Affairs, the Institute of Labor and Industrial Relations, and the Survey Research Laboratory. All three have headquarters at the Urbana-Champaign campus, but they are University-wide as regards their research and public-service missions. The two institutes provide important services in their respective fields to branches of State government. The Survey Research Laboratory provides technical assistance to departments and faculty members at all three campuses, and also conducts survey studies for public agencies in Illinois.

In addition to their regular programs, these three units -- in collaboration with the Jane Addams Graduate School of Social Work and members of certain social-science departments -- plan to develop a multidisciplinary program concerned with the effectiveness of the delivery of several types of public services in a model county. A proposal for the support of such a program has been submitted to the Illinois Institute for Social Policy.

The Chicago area. The needs of the Chicago area for professional-technical services will be one of the dominant influences upon the University's public-service activities during the 1970's. All three campuses expect to participate in this general effort. Although these programs will probably be administered as a rule through the campus primarily concerned with particular programs, it may be necessary at times to assign responsibility to a task force or other special unit operating at general University level.

A Regional Office in Peoria

The University has recently brought together into a regional office in Peoria its current public-service programs being conducted in that area in agriculture and home economics extension, 4-H activities, continuing-education courses, services for crippled children, and the developing Peoria School of Medicine. The office will partly support the educational activities now under way there and will partly serve as a base for regional coordination of the University's services in the future. It would not administer programs but would provide support for any type of University activity conducted in Peoria or its environs.

UNDERGRADUATE EDUCATION¹

Improvement in the quality of undergraduate education -- especially at freshman-sophomore level -- will have very high priority among the University's goals for the 1970's. With the stabilization of lower-division enrollment and the reduction in rate of growth in the upper-division student body, more intensive effort can be devoted to this task than has been possible during the twenty-five years since World War II.

Several sets of circumstances during that period have created enormous pressures upon the limited resources available to public universities, with the result that they have been unable to give as much attention to undergraduate education as the importance of this central aspect of their mission clearly deserves. The following among these conditions have been especially important: (a) the extraordinary enrollment increase due to veterans returning from World War II, which lasted well into the 1950's for those seeking doctoral degrees; (b) the unprecedented demands upon universities for graduate education, research, and development related to the nation's needs in the fields of health, defense, atomic energy, space, education, and various other areas; (c) the massive growth of enrollment in the 1960's, reflecting the sharp upturn in the birthrate after World War II as well as a markedly greater proportion of the college-age population seeking higher education; (d) the rising expectation that universities should utilize their technical and professional expertise for the benefit of a multitude of "publics" in search of solutions to increasingly complex problems.

Universities and their faculties have been diversely criticized for the overall outcome of their multiple responses to these competing needs during the last quarter of a century. And from the individual perspectives of any one of the interests represented in the foregoing list, it is relatively easy to identify deficiencies in what has been accomplished. Perhaps the most prominent of the complaints has been that faculty members have engaged in a mass "flight from teaching," as a willful and welcomed escape from their responsibilities for undergraduate education -- with the acquiescence, if not outright encouragement, of their universities.

While this is not the place for a full discussion of this controversial subject, a few observations would seem to be in order. First, it certainly is true that since World War II large numbers of faculty members -- in total a far higher proportion than ever before in higher education -- have spent most of their time in graduate education and research, and have done little or no undergraduate teaching. Second, no definitive body of evidence has been assembled concerning the motivation underlying the professional commitments of this segment of university faculties (e.g., as to what proportion of these individuals unreservedly preferred their noninvolvement in undergraduate teaching, in contrast to those who found this to be a hard but seemingly inescapable

¹An excerpt from Provisional Development Plan -- 1971-72 Through 1980-81, pp. 53-57.

choice under the circumstances). Third, an acute shortage of faculty-calibre manpower has existed during that period -- in large part due to the fact that the enormous and unprecedented postwar burden of teaching, research, and public service has had to be carried somehow by a disproportionately small professional population derived from earlier periods of very low birthrates.

Irrespective of the justification for the priority judgments concerning the use of available professorial manpower, probably very few university educators would deny that the quality of undergraduate education in large universities has been in certain respects less than satisfactory since World War II. There has been too great reliance, for example, upon graduate assistants as teachers in freshman-sophomore courses. Too many classes have been too large -- even though some of the most effective instruction has sometimes occurred in large lecture courses taught by outstanding teachers. Departmental and other administrative officers, as well as faculty leaders, have too often failed to give sufficient encouragement and recognition to teaching as a professional career and as a basic educational function. Undergraduate curricula have too frequently mirrored the pattern of disciplinary graduate specialization, rather than being uniquely designed to meet the educational needs of undergraduates. A related shortcoming has been the failure of graduate schools and departments to train enough of their doctoral students in the kinds of scholarship and special skills required for effective teaching.

These shortcomings have been mitigated to a considerable degree at the University of Illinois by the establishment of a variety of special programs: the James Scholar program, with its special honors seminars and sections of regular courses; a program of "Undergraduate Instructional Awards," consisting of grants to selected faculty members for summer projects designed to improve undergraduate teaching; offices of instructional resources at all three campuses which provide professional services and teaching aids to departments and individual faculty members seeking to evaluate and improve instruction; formal programs for training teaching assistants and supervising their work; special departmental appointments and provision of associated facilities for the improvement of instruction in basic undergraduate courses.

Although these steps have generally yielded highly beneficial results, they have not been adequate, either in kind or in scope, to the magnitude of the educational task. Furthermore, they have not been uniformly effective in all areas of instruction. A more systematic, more pervasive, and more massive attack upon all of the major types of shortcomings identified above -- and that list is not an exhaustive one -- needs to be undertaken. This will be one of the University's foremost tasks for the 1970's -- a responsibility whose importance is measured partly by the fact that at the end of the present planning period (1980-81), undergraduate enrollment at all three campuses is projected to be 51,300 students -- or about two-thirds of the total of 77,700. (This would be an increase of 11,504 above the figure of 39,796 undergraduates in the fall term of 1969-70.) Most of them will be located at the Chicago Circle and the Urbana-Champaign campuses (see Table V on p. 38).

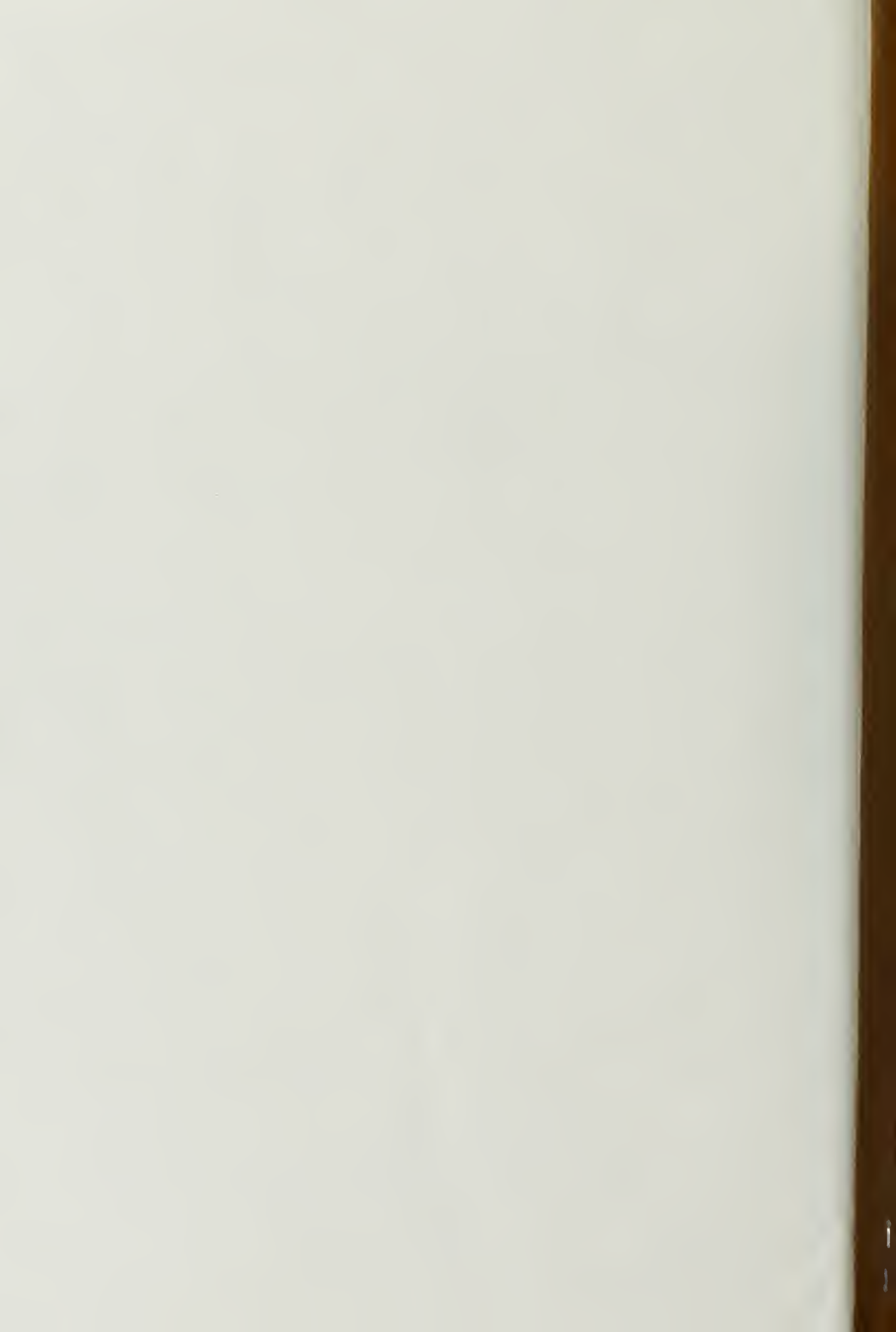
In order to reinforce the efforts of the individual undergraduate colleges, a senior academic officer under the Chancellor will be appointed at

each of these two campuses, with responsibility for planning, coordinating, and evaluating programs directed towards the improvement of undergraduate instruction. His functions would be parallel in certain respects to those of the Dean of the Graduate College for graduate education. (It is assumed that no separate office for this purpose need be created at the Medical Center campus, since all undergraduates there are in specialized professional programs.)

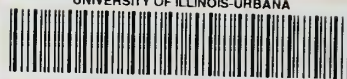
At general University level, a senior academic officer will be appointed under the Executive Vice President and Provost with University-wide responsibilities for planning, coordinating, and evaluating programs related to undergraduate education. As an advisory body to that officer, and under his chairmanship, a University Council on Undergraduate Education will be established. The membership would include the chief campus officers just mentioned, as well as representative faculty members and students. The first task of this Council would be to develop program proposals and operational guidelines for consideration by the newly established offices concerned with undergraduate education.

As already indicated, the focus of these activities would be upon plans and programs for the improvement of undergraduate education, in which continuing evaluation would play a major role. These special administrative offices would not supersede or encroach upon the prerogatives of existing faculty bodies or other administrative offices.





UNIVERSITY OF ILLINOIS-URBANA



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